



PROGRAM SPONSOR ALERT

Date: June 8, 2009

Number: 09-08

Subject: Updates on the Implementation of the Special
Education Credential Reforms

Summary

Over the past two years the Commission has been reviewing the requirements and authorizations for Special Education certification.

Topics addressed in this alert are as follows:

- 1) Institutions eligible to sponsor Education Specialist preparation programs—teaching credentials, added authorizations, and other related services credentials.
- 2) Timeline for transitioning to the recently adopted program standards
- 3) Organization of the Education Specialist Teaching Credential and Other Related Services Credential Program Standards
- 4) Education Specialist Clear Credential Programs

Background

The Commission is now in the process of implementing updated program standards for all Education Specialist Teaching credentials and Other Related Services credentials. This Program Sponsor Alert is another step in the implementation of the recently adopted program standards and one component of the Commission's efforts to disseminate information to interested stakeholders.

Institutions Eligible to Sponsor an Approved Special Education Certification Program

An institution must be approved by the Commission on Teacher Credentialing to be eligible to offer an educator preparation program. The Commission approves regionally accredited colleges and universities, public school districts, or county offices of education to offer educator preparation in the area of Special Education.

Type of Special Educator Preparation Program	Delivery model, if appropriate	Types of Institutions Eligible to offer the Preparation Program
Education Specialist Preliminary Teacher Preparation Programs	Student Teaching	Regionally accredited colleges or universities
	Intern	Regionally accredited colleges or universities, public school districts, or county offices of education
Added Authorization Teacher Preparation Programs	NA	Regionally accredited colleges or universities, public school districts, or county offices of education
Other Related Services Preparation Programs	NA	Regionally accredited colleges or universities
Education Specialist Clear Teaching Preparation Programs	NA	Regionally accredited colleges or universities, public school districts, or county offices of education

Transition to the New Standards

Existing Special Education Programs

Once an institution has *Initial Institutional Approval* from the Commission, the institution must submit documentation that verifies that the program meets the Commission's Common Standards, Preconditions, and the Program Standards for the specific educator preparation program. If an institution is currently operating one or more Education Specialist or Other Related Services preparation programs, it will be possible to transition that program to the recently adopted program standards.

In addition, if the institution with currently approved program(s) elects to offer one or more of the Added Authorization programs, it may be possible to begin to offer the Added Authorization program based on a current Education Specialist preparation program. For more information, please consult the Transition Plan document distributed at the March 2009 Technical Assistance meeting. <http://www.ctc.ca.gov/educator-prep/special-education-docs/webcast/2009-03-13-Transition-Plans.doc>

Submitting a new program

An institution with *Institutional Approval* that wishes to offer a new special education program must complete the initial program review process. An 'Intent to Submit' and then a full program proposal needs to be submitted: <http://www.ctc.ca.gov/educator-prep/special-education-docs/webcast/2009-03-13-New-Programs.doc>. A full program proposal means responses and supporting evidence addressing the Preconditions and appropriate Program Standards for the program and addressing the Commission's Common Standards in one of the two ways described below.

If the institution has submitted a response to the 2008 Common Standards (usually through an accreditation site visit but it could have been in the submission of a program for approval) and had them reviewed, then the special education program submission needs to be accompanied by a Common Standards Addendum. This addendum will describe how the institution's response to the 2008 Common Standards will be impacted by this new educator preparation program.

If the institution has not submitted a document addressing the revised Common Standards, then a full institution response to the 2008 Common Standards must be submitted with the Education Specialist or Other Related Services program document. If an institution is scheduled for an accreditation site visit within one year of the submission of the special education preparation program, the submission and review of the institution's response to the 2008 Common Standards may be delayed until the site visit at the request of the institution. The request needs to be submitted to the Administrator of Accreditation.

Institutions offering Added Authorization (AA) Programs

It is likely that most institutions that offer an AA program will also offer one or more of the seven Education Specialist preliminary teacher preparation programs. The AA programs are a subset of the full preliminary teacher preparation program and designed to allow individuals to earn an additional authorization to supplement the knowledge and skills gained through the preliminary teacher preparation program. So, individuals with the current Mild/Moderate authorization will be able to earn an authorization to work with individuals with Autism Spectrum Disorder (ASD) through an AA ASD program.

The AA programs are designed to allow individuals to earn needed authorizations, such as the Autism Spectrum Disorder discussed above; but one of the additional purposes of the AA programs is to serve as a step for an individual towards the full teaching authorization in one of the specialty areas. For example, the Traumatic Brain Injury (TBI) AA program could be considered a stepping stone for an individual to then earn the full Physical and Health Impairments (PHI) teaching authorization.

If an institution elects to offer an AA program, but does not currently offer one or more of the 7 Education Specialist preliminary teacher preparation programs, it will **be essential** that the institution's response to the appropriate AA standards and the Common Standards provides compelling evidence that the institution has the capacity to offer a quality AA program that meets all standards. It is essential that those institutions offering an AA program and the individuals working with the AA program understand the content, philosophy and outcomes of the full Education Specialist preliminary teacher preparation programs.

Timeline for Transitioning to the Recently Adopted Program Standards

Although the initial information released to the field stated dates for institutions to transition their current programs to the revised standards and submit programs under the new standards, it is now clear that these dates must be revised in order to complete the California Code of Regulations (Title 5) process and to have program preconditions adopted.

Preconditions are requirements that must be met in order for the Commission to consider approving a program. Some preconditions are based on state laws, while other preconditions are established by Commission policy. The Preconditions for the Education Specialist and Other Related Services credentials were presented to the Commission for information at its June meeting: <http://www.ctc.ca.gov/commission/agendas/2009-06/2009-06-6D.pdf>. The Preconditions are scheduled to return to the Commission for adoption in October 2009.

It would be inappropriate to allow programs to transition to the recently adopted standards or be approved as new programs before completion of the regulatory process and without adopted Preconditions to ensure that the programs are complying with the Education Code and Commission policy.

Therefore the transition dates have been revised from the information shared at the March technical assistance meeting. Appendix A provides the revised dates for the transition. (If the Title 5 process related to the Added Authorizations moves more quickly than is expected, notification of an earlier completion to the regulatory process will be distributed to the field.)

Organization of the Education Specialist and Other Related Services Preparation Program Standards

There are many preparation programs, authorizations, and program standards in the area of Special Education. It is essential that an institution planning to offer one or more special education preparation programs understand the organization of the recently adopted standards for the Education Specialist Teacher Credential and Other Related Services preparation programs. All institutions that offer any educator preparation program in California must meet the Commission's Common Standards. Revised Common Standards were adopted by the Commission in November 2008: <http://www.ctc.ca.gov/educator-prep/standards/CommonStandardsTeacherPrep.pdf>.

- Preliminary Education Specialist Teaching Credential and Other Related Services Preparation Programs: All preliminary teaching credential and services preparation programs must address the first 8 Program Design Standards.
- Preliminary Education Specialist Teacher Preparation Programs: In addition to addressing Program Standards 1-8, all preliminary teaching credential preparation programs must address Program Standards 9-16 and the program must also address the specialty area standards for the authorization. The number of standards for the different authorizations varies from 6 to 11.
- Other Related Services Credential Preparation Programs (O & M, Aud. and SLP): In addition to addressing Program Standards 1-8, all related services preparation programs must address the specialty area standards for the authorization. The number of standards for the different authorizations varies from 8 to 12.
- Added Authorization Programs: Programs for an individual holding any preliminary (or clear) Education Specialist teaching credential to earn an additional authorization. The added authorization programs must only address the specialty area standards for the authorization. The number of standards for the different authorizations varies from 3 to 5.
- Clear Credential Programs: Programs for an individual holding preliminary Education Specialist teaching credential in any of the 7 specialties. There are 7 program standards for the Clear Credential programs.

Appendix A of this notice provides a table that indicates the standards that must be addressed for each type of special education preparation program.

Education Specialist Clear Credential Program

Updated information on those candidates eligibility for a Clear Credential Program

At the initial stakeholder webcast it was stated that only candidates who complete a Preliminary Education Specialist teacher preparation program (approved under the 2008 standards) would be eligible to complete the Education Specialist Clear Credential Program. Candidates who completed the current Preliminary Level I (1996) would be required to complete the Professional Clear Level II program under the 1996 program standards. To allow maximum flexibility while maintaining quality educator preparation, any candidate who has earned an Education Specialist

Preliminary Level I (1996) or Education Specialist Preliminary (2008) teaching credential may elect to complete an approved Education Specialist Clear Credential Program (2009). The Clear Credential Program Standards were adopted in March 2009. If a candidate completed the Education Specialist Level I (1996) preparation program and wishes to complete an approved Education Specialist Clear Credential Program, the candidate's Individualized Induction Plan (IIP) **must address the content currently included in the Education Specialist Level II preparation program.**

With the redesign of the Education Specialist teaching credential programs, content from the current Education Specialist Level II programs (1996) has been moved into the Preliminary preparation programs (2008). Therefore, individuals with the Level I preliminary credential (1996) will need to address the content from the Level II programs during the Clear Credential Program.

Options to Earn the Second Level Education Specialist Teaching Credential

Program Completed to Earn the First Level Teaching Credential	Program to Earn the Second Level Teaching Credential
Preliminary Level I Teaching Credential based on the 1996 program standards—There are two options for an individual who holds a credential based on the 1996 standards.	Clear Level II Program based on the 1996 program standards offered by an IHE.
	Clear Induction Program based on the 2009 program standards AND the verification by the approved program that the teacher's IIP has addressed all content of the 1996 Level II program
Preliminary Teaching Credential based on the 2008-09 program standards	Clear Induction Program based on the 2009 program standards

References

Adoption of Program Standards for the Education Specialist Teaching Credential (December 2008) <http://www.ctc.ca.gov/commission/agendas/2008-12/2008-12-3B.pdf>

Adoption of Program Standards for Other Related Services Credentials and Added Authorizations for Special Education Teaching Credentials (January 2009)
<http://www.ctc.ca.gov/commission/agendas/2009-01/2009-01-3C.pdf>

Adoption of Standards for Clear Education Specialist Credentials, Audiology Credentials, Existing Added Authorizations, and Alignment of Existing General and Special Education Standards (March 2009) <http://www.ctc.ca.gov/commission/agendas/2009-03/2009-03-2C.pdf>

Update on Implementation of Special Education Credential Reforms (June 2009)
<http://www.ctc.ca.gov/commission/agendas/2009-06/2009-06-6D.pdf>

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Appendix A

Organization of the Education Specialist and Other Related Services Program Standards

	Preliminary Teaching Credential	Clear Teaching Credential	Added Authorizations	Other Related Services Credential
Education Specialist <i>Program Design Standards 1-8</i>	Yes	-	-	Yes
Education Specialist Teaching <i>Preliminary Teaching Standards 9-16</i>	Yes	-	-	-
Specialty Area Standards (<i>Number varies depending on the specialty area</i>)	Yes	-	-	Yes
Added Authorization Standards (<i>Number varies depending on the specific added authorization</i>)	-	-	Yes	-
Clear Credential Standards <i>Standards 1-7</i>	-	Yes	-	-

Standards that Must be Addressed by the Education Specialist Teaching Credential and Other Related Services Program

Education Specialist Teaching Credential and Other Related Services Preparation Programs		Standards		
		Program Design	Preliminary Teaching	Specialty Area
Preliminary Teaching Credentials	Mild/Moderate	1-8	9-16	M/M 1-6
	Moderate/Severe	1-8	9-16	M/S 1-8
	Physical and Health Impairments	1-8	9-16	PHI 1-11
	Deaf and Hard of Hearing	1-8	9-16	D/HH 1-11
	Visual Impairment	1-8	9-16	VI 1-10
	Early Childhood Special Education	1-8	9-16	ECSE 1-10
	Communication Development	1-8	9-16	CD 1-8
Other Related Services	Speech, Language Pathology	1-8	-	SLP 1-8
	Orientation and Mobility	1-8	-	O & M 1-12
	Audiology	1-8	-	AUD 1-8
Added Authorizations	Autism Spectrum Disorder	-	-	AA-ASD 1-3
	Deaf-Blind	-	-	AA-DB 1-5
	Emotional Disturbance	-	-	AA-ED 1-3
	Traumatic Brain Injury	-	-	AA-TBI 1-4
	Orthopedically Impaired	-	-	AA-OI 1-4
	Other Health Impaired	-	-	AA-OHI 1-4
	Adapted Physical Education	-	-	AA-APE 1-4
	Early Childhood Special Education	-	-	AA-ECSE 1-4
	Resource Specialist	-	-	AA-RS 1-6
Clear Teaching Credential		Clear 1-7		

Appendix B

Special Education Important Dates—Updated June 5, 2009

Institutions offering programs to prepare individuals for any of the Education Specialist teaching credentials or Other Related Services credentials will be transitioning to the newly adopted program standards (adopted in 2008-09). New Programs can be submitted for review and approval after October 15, 2009

Date	Activity
March 13, 2009	Special Education Reforms technical assistance meeting.
April 1, 2009	First date to submit the <i>Intent to Submit a New Program</i> —Intent is due a minimum of 60 days before intended submission of program documents.
October 15, 2009	First date to submit a proposal for a new program.
October 15, 2009	<i>Plan to Transition</i> due to CTC. This plan identifies the *date* on which all approved special education programs offered at the institution will transition to the recently adopted standards.
October 15, 2009 <i>Pending approval of Title 5 regulations</i>	<i>Added Authorization</i> programs maybe offered.
January 1, 2010 <i>Pending approval of Title 5 regulations</i>	Earliest date an institution transitions all currently approved special education programs to the recently adopted program standards and updated authorizations. First date for a new program addressing the revised standards to be offered.
January 1, 2011	Last date when an institution transitions all approved programs to the recently adopted program standards and updated authorizations.

See the *Special Education and Accreditation Activities* page for information on the review process for currently approved programs transitioning to the recently adopted standards. The review of these programs will be integrated into Program Assessment and Site Visit activities.

Important dates for Candidates:

December 31, 2010 or	The day prior to the *date* identified on the <i>Plan to Transition</i> , whichever is first	Last date to accept a candidate into a currently approved special education Level I program
January 31, 2013 or	The *date* identified on the <i>Plan to Transition</i> plus 2 years, whichever is first	Final date for a candidate to complete a currently approved special education Level I program

Appendix C

Requirements for an Education Specialist Clear Credential Candidate (2009) who completed an Education Specialist Level I Preparation Program (1996)

The Individualized Induction Plan (IIP) for a candidate who holds an **Education Specialist Level I teaching credential** and is completing an approved Clear Credential program to earn the Education Specialist Clear Credential must address the content currently in the Level II program.

Example: Level II Standards for Mild/Moderate
Data-Based Decision Making: Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.
Advanced Behavioral, Emotional, and Environmental Supports: Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.
Current and Emerging Research and Practices: Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.
Transition and Transition Planning: Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.
Assessment of Students: The program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.
Curriculum and Instruction: The program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.
Collaboration and Consultation: The program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

The approved Clear Credential program is responsible for ensuring that each candidate recommended for the Education Specialist Clear Teaching Credential has completed an IIP which addressed the content described above. The Commission's accreditation system monitors all approved educator preparation programs.